

SPRINGFIELD ELEMENTARY

1608 Florida Avenue
Greenwood, SC 29646

GRADES PK-5 Elementary School

ENROLLMENT 642 Students

PRINCIPAL Roger Richburg 864-941-5535

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Ms. Dru James 864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	53	41	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No

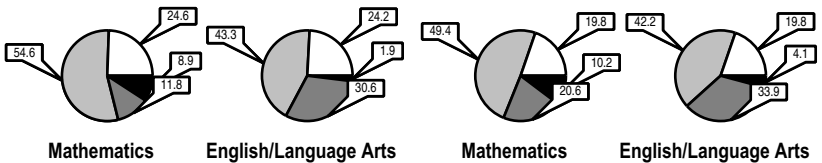
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	343	99.4	23.7	43.6	30.8	1.9	45.2	Yes	Yes
Gender									
Male	177	99.4	29.9	41.4	26.1	2.5	40.8		
Female	166	99.4	17.4	45.8	35.5	1.3	49.7		
Racial/Ethnic Group									
White	127	100.0	5.6	45.2	44.4	4.8	66.9	Yes	Yes
African-American	197	99.5	32.6	44.6	22.9	0.0	32.0	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	94.1	90.9	9.1	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	283	99.3	18.5	44.0	35.5	1.9	51.4		
Disabled	60	100.0	49.1	41.5	7.5	1.9	15.1	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	342	99.4	23.5	43.7	30.9	1.9	45.3		
English Proficiency									
Limited English Proficient	16	100.0	90.9	9.1	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	327	99.4	21.3	44.9	31.9	2.0	46.8		
Socio-Economic Status									
Subsidized meals	210	99.1	33.7	46.4	19.9	0.0	29.8	Yes	Yes
Full-pay meals	133	100.0	9.9	39.7	45.8	4.6	66.4		

Mathematics - State Performance Objective = 15.5%									
All Students	343	100.0	24.6	54.6	11.8	8.9	35.8	Yes	Yes
Gender									
Male	177	100.0	26.1	50.3	12.7	10.8	38.2		
Female	166	100.0	23.1	59.0	10.9	7.1	33.3		
Racial/Ethnic Group									
White	127	100.0	8.1	56.5	14.5	21.0	58.1	Yes	Yes
African-American	197	100.0	35.2	54.0	9.7	1.1	20.5	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	45.5	45.5	9.1	0.0	18.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	283	100.0	21.5	54.6	13.5	10.4	40.4		
Disabled	60	100.0	39.6	54.7	3.8	1.9	13.2	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	342	100.0	24.7	54.5	11.9	9.0	35.6		
English Proficiency									
Limited English Proficient	16	100.0	45.5	45.5	9.1	0.0	18.2	I/S	I/S
Non-Limited English Proficient	327	100.0	23.8	55.0	11.9	9.3	36.4		
Socio-Economic Status									
Subsidized meals	210	100.0	33.0	56.0	8.2	2.7	22.0	Yes	Yes
Full-pay meals	133	100.0	13.0	52.7	16.8	17.6	55.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	91	98.9	14.1	40.0	43.5	2.4	45.9
	Grade 4	95	100.0	31.1	32.2	35.6	1.1	36.7
	Grade 5	91	100.0	30.7	39.8	29.5	N/A	29.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	126	98.4	23.7	35.6	36.4	4.2	40.7
	Grade 4	107	100.0	23.0	50.0	27.0	N/A	27.0
	Grade 5	110	100.0	23.8	47.5	26.7	2.0	28.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	91	100.0	12.9	52.9	21.2	12.9	34.1
	Grade 4	95	100.0	26.7	40.0	23.3	10.0	33.3
	Grade 5	91	100.0	20.5	46.6	22.7	10.2	33.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	126	100.0	27.7	55.5	10.1	6.7	16.8
	Grade 4	107	100.0	19.0	56.0	14.0	11.0	25.0
	Grade 5	110	100.0	27.7	48.5	13.9	9.9	23.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 642)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.0%	Down from 1.3%	2.9%	2.7%
Attendance rate	97.0%	Up from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%		3.7%	3.5%
Eligible for gifted and talented	11.4%	Down from 16.6%	14.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.2%	Down from 12.2%	9.4%	8.2%
Older than usual for grade	1.2%	Down from 1.4%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	52.4%	Up from 50.0%	48.9%	51.4%
Continuing contract teachers	92.9%	No change	89.5%	87.5%
Highly qualified teachers**	97.4%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.0%	Down from 91.8%	86.5%	86.7%
Teacher attendance rate	92.3%	Down from 96.1%	94.8%	94.9%
Average teacher salary	\$40,577	Up 2.3%	\$40,577	\$40,760
Prof. development days/teacher	12.7 days	Down from 15.2 days	12.5 days	12.4 days

School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.9 to 1	19.0 to 1	18.9 to 1
Prime instructional time	87.8%	Down from 91.7%	89.8%	90.0%
Dollars spent per pupil*	\$5,749	Down 1.6%	\$5,834	\$6,044
Percent of expenditures for teacher salaries*	64.8%	Up from 64.3%	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was a great year for our faculty, staff, parents and students here at Springfield Elementary School. We saw improvements in both academic and social skills. The entire faculty participated in a number of staff development activities designed to enhance our English/Language Arts and Math programs.

Our faculty and staff analyzed our school data and we implemented curriculum, instruction, assessments and professional development workshops to better serve the needs of our diverse population. We are dedicated to improvement and willing to make changes that maximize learning for all students.

Springfield has an exceptional staff. Edith Bryan, who teaches Pre-Kindergarten, was selected as our Teacher of the Year. We also had two teachers who completed requirements for National Board Certification and many others hold advanced graduate degrees. The entire staff is committed to excellence in education.

We had many curriculum offerings, including Reading Recovery, GATAS for state identified academically talented students, a computer lab for remediation and enrichment, art, music, PE, speech, and special education services.

Springfield's PTO and School Improvement Council has remained very active in our school. The PTO focused on raising much-needed funds for school improvements and classroom supplies to support instruction.

Service learning projects completed were donations to the United Way, Pennies for Patients, Meals on Wheels, the Humane Society, and canned food drives for local charities.

We reviewed our School Improvement Plan and will continue to focus on improving our standardized test scores. We appreciate the support and dedication of the parents and community members who serve in all capacities to improve the educational experiences of all students.

We continue to support our mission to promote the proper learning environment where all students can and will achieve their fullest potential. We are proud to be a part of Springfield Elementary School!

Roger Richburg

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	103	40
Percent satisfied with learning environment	94.4%	87.3%	80.0%
Percent satisfied with social and physical environment	83.3%	77.2%	77.5%
Percent satisfied with home-school relations	80.0%	83.2%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.